

File 1

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2013-2014

EXECUTIVE COMMITTEE

The Executive Committee will meet on Tuesday, April 15, 2014 in HMSU Room 227 at 3:30pm

Agenda

1. Administrative Reports: President D. Bradley, Provost R. Williams
2. Chair Report: S. Lamb
3. Approval of the Minutes of April 8, 2014 **(File 2)**
4. Fifteen-Minute Open Discussion
5. SAC Item, Course Outlines and Syllabi: J. Buffington, V. Sheets **(File 3, 3a)**
6. Standing Committee Recommendations **(File 4)**
7. FEBC Report on Faculty Salaries: D. Richards **(File 5)**
8. General Studies Major: L. Brown **(File 6, 6a)**

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2013-2014

EXECUTIVE COMMITTEE

The Executive Committee will meet at 3:30pm in HMSU 227 on April 15, 2014

Minutes

Members Present: S. Lamb, R. Guell, A. Anderson, T. Hawkins, B. Kilp, C. Olsen, V. Sheets, K. Yousif

Member Absent: C. MacDonald

Ex-Officio Present: President D. Bradley, Provost R. Williams

Guests: L. Brown, J. Buffington, C. Tillery

1. Administrative Reports: President D. Bradley, Provost R. Williams

a. D. Bradley:

- i. I met with Kathleen Cabello, our new Trustee. She will be here for the May 2 meeting as well as Commencement. She is the president of a public relations firm that she and her husband run. She is very interested in students, and is particularly involved in helping raise awareness among Hispanic kids in Indianapolis about college.
- ii. I recently received a request as to why adjunct faculty weren't able to use the Student Recreation Center without paying, and no one could give me a good answer. As of tomorrow (April 16) they will be able to use it without paying. Apparently Banner will be fixed at that time and they will be able to swipe their cards with no trouble.
- iii. The fountain project will be pushed back a year.
 1. R. Guell: Will they fix the center at all?
 2. D. Bradley: Yes. There is a grassy area between the fountain and the banquet center, and the wall that separates it from the grass will be taken out and a hard surface will be put down in order to provide better flow into the reception area.
- iv. Fifth Street will be closed for the next two years south of Chestnut between the dorms. Delivery vehicles will be able to get through but other traffic will be prohibited. Fourth Street will be closed this summer as well.
 1. R. Guell: Has the fire department been informed about the road closures?

2. D. Bradley: It will be set up so emergency vehicles can get through as well.

b. R. Williams:

i. I wanted to give you an update on the summer pay issue brought up last week. M. Green and S. Powers have been working with Payroll to address these concerns. We want to make sure Payroll is not inundated with obsolete forms. Suggestions are welcome.

1. S. Lamb: On the way here I was asked about dual-level courses; the one in question has eight undergraduates and six graduates.

ii. R. Williams: Also I have more information on the EAP issue: I mentioned last week that certain information may not have been correct, but it turns out that my information was not entirely correct. I have the right information now. Executive staff is never compensated for teaching, but we do have those who are compensated. There are two exceptions to this rule. Executive staff were apparently paid to teach prior to my arrival due to different circumstances, but from now on they will no longer be compensated to teach. We have 16 EAP who are compensated but they are teaching after hours. There are also some who are teaching that are not taking a lunch and that will have to be looked into further.

2. Chair Report: S. Lamb:

i. S. Lamb: After we talked about the formation of the Diversity Council, the question was raised as to whether E. Ervin had seen it and she had not. She has some concerns, so I think we'll have her take her concerns to FAC and take it off the agenda. It doesn't have to be immediately addressed.

ii. S. Lamb: R. Guell has raised another issue; the President has some concerns about the language regarding chair removal. A. Morales expressed some legitimate concerns, the Senate felt they were legitimate, and a couple of additions were made. One stated that a majority of the committee had to be in favor of removal as well as a majority of the Tenured and Tenure-Track faculty.

1. R. Guell: It was the majority of the total faculty of the department and a majority of the Tenured and Tenure-Track faculty, and the search committee had to have that same majority of Tenured and Tenure-Track faculty as well.

2. S. Lamb: We have the understanding that V. Sheets' and R. Williams' joint commission are investigating alternatives to this type of language. Given that they are investigating these alternatives, does the issue need to be brought to the Board of Trustees in the first place?

3. D. Bradley: I was thinking on the way here that I would be happy for the moment to have language that basically says the dean will take seriously and invest any time an infraction the faculty of them. I don't think we need a majority. Any dean that ignores a concern is foolish. I would like to come up with language that would express that. My primary reason for wanting to get rid of the language altogether is that it has and can be used as a way to bully the chair. We don't have that language for anyone else because we all know this university works well if things are discussed and taken seriously.
4. S. Lamb: That sounds quite palatable. As you all know, this is the last Executive Committee meeting scheduled this year, but if you were to draft some language...
5. D. Bradley: R. Williams and I will draft something. It just needs to be a phrase.
6. R. Guell: I will side with S. Lamb in that nothing will blow up between now and August 25 when the Board meets again. We could leave it to the Task Force.
7. V. Sheets: We are working on something like that but we're not there yet.
8. D. Bradley: The committee should be representative of the faculty. That has a lot of dimensions and I do not foresee any department where Instructors are the majority. As long as we stick to the 70-15-15 it will be fine.
9. R. Guell: We are very close in some areas. Baccalaureate Nursing Completion has four Tenured and Tenure-Track and three Instructors, for example. In the English department it's nearly the same ratio, as well as in Baccalaureate Nursing, so we could get there. Would you agree to let it sit until the Task Force has dealt with both issues?
10. D. Bradley: Is the Task Force not worried with the chair search?
11. R. Guell: I don't want there to be any difference between what is put forward to the Board of Trustees and what the Senate passes. I think it should cool down over the summer.
12. D. Bradley: I am fine with that.
13. T. Hawkins: When is the Task Force's work to be completed? I assume it will go to the Senate.
14. R. Guell: I would hope between now and August 25 they will address this issue in a way that all can endorse.
15. K. Yousif: The Task Force was in charge of voting rights.

16. R. Guell: There are voting rights issues that can go to the Board that were definitional. Between officers and administration we can identify sections that passed last month that can go to the Board.
 17. T. Hawkins: I am sensitive to the ever-growing mandate of the Task Force.
 18. R. Guell: If we have time and employ wisdom we can strike a balance.
 19. S. Lamb: I am comfortable with the President's thoughts on this matter.
3. Approval of the Minutes of April 8, 2014: A. Anderson, V. Sheets 7-0-1
 4. Fifteen-Minute Open Discussion:
 - a. V. Sheets: An advisor brought something to me that SAC may have to look at next year. A student had a five-class load; three classes were full-semester and two were half-semester. The student passed the first half-semester class with an A and had a medical issue requiring them to withdraw past the date. This student has to lose credit for the class they completed and passed due to having to withdraw from all classes for the semester.
 - i. D. Bradley: Then the definition needs clarification with the Registrar.
 - ii. V. Sheets: My advice was predicated on dropping those others and saving the one already passed, but the Registrar said the student has to lose everything.
 - iii. R. Guell: In doing the half-semester courses we were waiting for this to appear, and in order for it to be paid by Financial Aid that's probably where **Jerry** hung his hat and said, "You have to lose it all." It's not just a misunderstanding. It is an unfortunate outcome of half-semester courses that we can't solve locally.
 - iv. V. Sheets: Definitions of terms and Financial Aid should be sent to SAC next year.
 5. SAC Item, Course Outlines and Syllabi: J. Buffington, V. Sheets: Vote: 7-1-0
310.1.2 Course Outlines and Syllabi. Faculty members are required to prepare course outlines or syllabi for their courses. Two (2) or more faculty teaching the same course may use the same outline or syllabus. An outline of each course shall be available to students from the beginning of each term. Course outlines and syllabi should be published and accessible to students throughout the term. Faculty are expected to inform students of revisions to the information provided in course outlines and syllabi when they are made.

310.1.2.1 Required Elements. Each outline and syllabus shall provide information that facilitates communication and promotes student success. This shall include: University contact information for the faculty member and the department in which

the course is offered; faculty office hours; a list of required course texts and materials and how they will be used in the course; explanation of how course grades will be determined; and an explanation for assignments requiring more than two weeks for grading. Faculty are encouraged to review department and College guidelines for preparation of course outlines and syllabi.

310.1.2.2 College and Departmental Required Elements. Colleges and/or departments may establish additional required elements on course outlines and syllabi through appropriate governance processes.

- a. S. Lamb: This was a report to the Executive Committee on revisions and an update on the Code of Conduct. It has been extensively modified by the Committee. J. Buffington and SAC felt it was necessary to review our modifications and lend some support; they did, and we appreciate it. We need to note with appreciation the support from SAC on our changes. That will be brought to the Senate. Next is Course Outlines and Syllabi. R. Guell was going to work on the language associated with this.
 - i. R. Guell: I have not gotten to that yet.
 - ii. S. Lamb: That language was bothersome.
 - iii. C. Olsen: The intent was to go from teaching to assessment. I would start editing beginning from “reasonable expectations for students to receive timely feedback on work subjected for assessment.” Faculty should explain why it will take longer than two weeks to get work back.
 - iv. S. Lamb: I understood that they would just get feedback on assignments that lasted more than two weeks, not grades.
 - v. R. Guell: The faculty member should explain why any assignment would take longer than two weeks.
 - vi. D. Bradley: Should we say the expectation that work will be returned within two weeks, but easier to understand, and for the faculty member to know what the expectation is?
 - vii. T. Hawkins: I don’t think that applies at all. You’re listing what the syllabus should include. You are now basically separating a whole new section for feedback. It’s not expected in a syllabus.
 - viii. D. Bradley: It would be easier to simply explain any work that will not be graded, and that feedback will be given within two weeks.
 - ix. A. Anderson: Why do we have to put in, “...and how they (textbooks) will be used in the course?” It’s unnecessary.
 - x. J. Buffington: It wasn’t requested by SAC.

- xi. K. Yousif: Because many students say they were buying books they weren't using.
- xii. V. Sheets: It was my perception and the perception of others in the Task Force that we explain, "Here are the topics covered and here are the relevant sections in the textbook." We didn't see it as penalizing but asking faculty to make sure the books were being used. Also, I think what we really want are explanations for more than two weeks. Strike from "reasonable" to "assessment."
- xiii. D. Bradley: What about those who don't want to leave contact information?
- xiv. T. Hawkins: They should be expected to leave ISU contact information.
- xv. D. Bradley: There are those people, whose behaviors we want to change, who will thrive on a lack of clarity. I believe we should put phone and email in.
- xvi. R. Guell: That is generally directory information that the student could look up on the website.
- xvii. A. Anderson: If we keep explaining things and adding more and more things to this, we're taking more responsibility away from them.
- xviii. B. Kilp: The Foundation Studies syllabi, or the online training, are very simple, very plain, and noncontroversial. Why not use that instead of several different models?
- xix. R. Guell: Foundational Studies has an entity that can enforce it. Adjunct faculty don't have a phone because they don't have an office.
- xx. V. Sheets: What about including only University contact information?
- xxi. J. Buffington: When this came out Friday I circulated it among SAC members, and two agreed about feedback. I agree with A. Anderson, to me, the book usage requirement is unclear.
- xxii. D. Bradley: I think what students want is a correlation between text and lectures. What chapter should be covered in week five, for example.
- xxiii. J. Buffington: I agree. What I'm saying is that anyone who hasn't been at this table might be uncertain about what that means.
- xxiv. K. Yousif: Some of the complaints are about the electronic codes they are required to purchase but may or may not use. I do think some of it is linked to these electronic materials, but a traditional text.
- xxv. V. Sheets: Students do not realize that in the past faculty would not overtly assign these texts, but they were still required reading. Students today are not required to do that. Putting in the syllabus exactly when it's covered is way more than what's required here.
- xxvi. C. Olsen: It seems to me that we are getting across that student complaint. It's not too much for faculty to add the sentence, "I'm asking you to buy

this book because..." Don't put it on a schedule, just give a sentence why they're using it.

- xxvii. J. Buffington: I would also like to address how we communicate this change to faculty. If this passes beginning Fall 2014 they need to know that in advance, especially if we are required to do this on day one of the semester.
- xxviii. S. Lamb: I believe the Provost will be able to address this effectively with a global email.
- xxix. R. Williams: I will meet with the deans and make sure they have the information; they will meet with their chairs.

6. Standing Committee Recommendations: Vote: 8-0-0

- a. R. Guell: I suggest we vote for the entire slate, except in FAC, where B. Phillips will be removed and K. Dannelly added. FAC, FEBC, GC, and SAC are unbalanced in their terms.
 - i. K. Yousif: Some who end in 2016 are the same as the ones coming off. They won't be new to the committee.
 - ii. R. Guell: We should be moving enough people ending in 2015 so in the future we don't have the same imbalance.

7. FEBC Report on Faculty Salaries: D. Richards: Absent.

8. General Studies Major: L. Brown:

- a. S. Lamb: This is informational. This major already exists and is being prepared for a different audience. I was torn between taking the entire product to the Senate. I do not want them to play a significant role but this is a major that does currently exist being marketed for a different audience, and we should be informed of the changes.
- b. L. Brown: This is a change to the Correctional Education program. It's being repurposed to serve as a General Studies program. We are the only public institution that does not have such a program. At Ball State, it's two minors. Indiana University's is random and confusing, and not as focused as some other programs. IUPUI's is less confusing. What we did is put a committee together of all faculty across campus—there were more from Arts & Sciences, since that's where it will be housed. We decided on either two minors or one minor and fifteen hours of upper-division integrative electives from the Foundational Studies program in lieu of a second minor. There are many courses in various areas, and they have a level of rigor that is guaranteed.
 - i. B. Kilp: Are there enough courses without prerequisites?
 - ii. L. Brown: Yes. Some only had junior-level standing, but no prerequisite classes. There are online courses as well, so students can go that route if they wish. For the culminating experience, and as a way to assess the program, a single-credit course was developed as a capstone supervised by

faculty where the student pulls together a project from various areas they studied.

- iii. K. Yousif: Who will advise these students?
- iv. L. Brown: Arts & Sciences.
- v. K. Yousif: How are you envisioning 499 will work?
- vi. L. Brown: The idea was that for most students they will select one of the UDIE courses and if the faculty member would agree to supervise that project, they would also evaluate it. There are lots of options.
- vii. D. Bradley: If this grows and grows as a distance program we may have to have an advisor who specializes in that. We will have to watch it and it will be good if we can get someone who understands distance students and can specialize in that program.
- viii. L. Brown: There will be a faculty committee that will discuss ongoing issues in the program. It wouldn't be up to an individual advisor.
- ix. K. Yousif: How is that measured?
- x. R. Guell: One large group of students are from the College of Education who start a teaching program and don't finish it. For example, they don't do student teaching because they have a felony on their record. There is no minor.
- xi. L. Brown: This also applies to Athletic Training and Nursing majors.
- xii. D. Bradley: This is for a student who has been out for a while whose work doesn't align with the minor or major.
- xiii. B. Kilp: What about someone starting out in this major? There is none of that. There seem to be a lot of programs where the student constructs their own degree.
- xiv. R. Guell: That already exists as Multidisciplinary Studies. The thing is it would open the door to that which we wanted to avoid, that is, a parking place for non-serious athletes. General Studies, in many parts of the world, is what you do to remain eligible to play football.
- xv. D. Bradley: The large need is returning adult students who need to complete a degree, or the people who get 90 percent of the way through their program.
- xvi. K. Yousif: Is this only offered as a BS?
- xvii. L. Brown: Yes.
- xviii. A. Anderson: It says students will complete these requirements. With people who complete some of these classes, especially adults who have not been here a long time, if they have a lot of hours already will they have to do them again?
- xix. L. Brown: They will be evaluated like any other student who comes back in after a time. They may have things to retake.

- xx. A. Anderson: It may add more time to their degree completion due to non-equivalence.
- xxi. L. Brown: It would be on a case-by-case basis. Many things will carry over.
- xxii. D. Bradley: Many students will have Associate degrees or the equivalent and are exempt from lower-division courses. A. Anderson's point is important. If a student has been out for a few years, undoubtedly we've changed requirements. We need real people with real empathy to work with them.
- xxiii. A. Anderson: I've heard so often that people have courses from 20 years ago and they are told the content is different. It's cruel when they're coming back in good faith and trying to finish.
- xxiv. L. Brown: It has all seemed very reasonable to me. I have never seen an egregious non-counting of courses.
- xxv. A. Anderson: The last General Education change had a lot of that. We don't have to hand it to them by any means.

Motion to Adjourn 4:50pm

**File A Report to Faculty Senate Executive Committee
On Revisions and Updates to the Code of Student Conduct**

University Student Affairs Committee

Jim Buffington, Chair

March 21, 2014

The Charge: Investigate proposed revisions and updates to the Code of Student Conduct

Background: SAC presented its series of four recommendations on Midterm reports at the March 4 meeting of the Faculty Senate Executive Committee. Exec extensively modified the first recommendation, and extensively modified the next three. At the March 18 Meeting, Exec passed the following recommendation on Midterm reports (SAC's first recommendation) with a 7-0-1 vote:

No later than the Wednesday of the seventh week of classes, all undergraduates will receive progress reports in the form of letter grades based on assessments offered through the sixth week.

Exec suggested that we could resolve certain specificity issues for our second, third, and fourth recommendation more elegantly than what SAC recommended. At the March 18 Exec meeting, the following recommendation was unanimously approved:

310.1.2 Course Outlines and Syllabi. Faculty members are required to prepare course outlines or syllabi for their courses. Two (2) or more faculty teaching the same course may use the same outline or syllabus. An outline of each course shall be available to students from the beginning of each term. Course outlines and syllabi should be published and accessible to students throughout the term. Faculty are expected to inform students of revisions to the information provided in course outlines and syllabi when they are made.

310.1.2.1 Required Elements. Each outline and syllabus shall provide information that facilitates communication and promotes student success, including contact information for the faculty member and the department in which the course is offered, faculty office hours, a list of required course texts and materials, explanation of how course grades will be determined, and reasonable expectations that students may have for receiving timely feedback on work submitted for assessment. Faculty are encouraged to review department and College guidelines for preparation of course outlines and syllabi.

310.1.2.2 College and Departmental Required Elements. Colleges and/or departments may establish additional required elements on course outlines and syllabi through appropriate governance processes.

310.1.3 Methods of Instruction. Specific or uniform methods of instruction are not prescribed. Faculty are expected to adapt their methods to the nature and content of each course. Selection and organization of content of particular courses and the development of departmental curricula are faculty responsibilities. Teaching method is the responsibility of the individual faculty member. The quality of his/her teaching will be given high priority in the faculty evaluation process. Faculty are encouraged to avail themselves of the services of the Faculty Center for Teaching Excellence, which provides an array of opportunities for faculty to continue their professional development as teachers.

Summary: Although not necessary according to University governance procedure, SAC believed that the Executive Committee recommendations were radical enough that SAC should weigh in on these revisions, with the idea that SAC's views on the Exec recommendations may benefit the Faculty Senate at the April 17 Senate meeting.

A motion to approve both the Executive Committee recommendations passed unanimously (5-0-0, Maule, Enyeart).

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310.1.2.2 College and Departmental Required Elements. Colleges and/or departments may establish additional required elements on course outlines and syllabi through appropriate governance processes.

UNIVERSITY FACULTY SENATE STANDING COMMITTEES 2014-2015

Administrative Affairs Committee

Term ends 2015, AAC

Nora Hopkins, Asst. Professor, Mathematics & Computer Science, **SENATOR**

Leah Nellis, Asst. Professor, Adams Fac Fello, CD & Coun, School, & Ed Psych

Kelly Wilkinson, Professor, Mgt, Info Systems and Bus Ed

Term ends 2016, AAC (Need 4)

Alternates for AAC

First	Last	College	Rank
Stan	Buchanan	A&S	Associate professor
Mark	Carlisle	A&S	Assistant Professor
Noble	Corey	BCOE	Professor
Michael	Hayden	CoT	Professor
James	Hughes	A&S	Professor
Brian	Johnston	A&S	Instructor
Linda	McQuiston	CONHHS	Assistant Professor
Jessica	Nelson	CONHHS	Assistant Professor and Chairperson
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
Catherine	Paterson	CONHHS	Professor
Lisa	Phillips	A&S	Associate
Donald	Richards	A&S	Professor
Haijing	Tu	A&S	Assistant Professor
Richard	Vincent	A&S	Professor
Qihao	Weng	A&S	Full Professor

Members Coming off

Richard Baker, Asst. Professor, Aviation Technology

Steve Hardin, Assoc. Librarian, Library Services

Feng-Qi Lai, Professor, Curriculum, Instruction & Media Tech.

Arts Endowment Committee

Term ends 2015, AEC

Michael Jackson, Asst Professor, Theater

Cinda May, Assc Librarian Chair Spec Coll, Library Services

Aaron Morales, Assc Professor, English, **SENATOR**

Term ends 2016, AEC (Need 4)

Alternates for AEC

First	Last	College	Rank
Cavanaugh,	Alden	A&S	Associate
Heather	Anderson	CONHHS	Full-time Faculty
Emily	Cannon	CONHHS	Special Purpose Faculty
Mark	Carlisle	A&S	Assistant Professor
Cindy	Crowder	CoT	Associate Professor
Carroll	Graham	CoT	Assistant Professor
Mark	Lewandowski	A&S	Associate Professor
Robyn	Lugar	CONHHS	Associate Professor
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to full
Heather	Rayl	Lib	Assistant Librarian
Jeanne	Sowers	CONHHS	Associate Professor
Brad	Venable	A&S	Associate
Sala	Wong	A&S	Associate Professor

Members Coming off

Steve Gruenert, Chair & Assoc. Professor, Dept. of Educational Leadership

Robyn Lugar, Associate Professor, Social Work

Catherine Tucker, Asst. Professor, CD & Coun., School, & Ed Psych, **SENATOR**

Keri Yousif, Dir & Assc Professor, Languages, Literatures, Linguistics, **SENATOR**

Curriculum and Academic Affairs Committee

Term ends 2015, CAAC

Sue Kiger, Chair & Assc Professor, Curriculum, Instrctn, & Media Tech

Dave Malooley, Assc Professor, Electronic & Computer Engin Tech, **SENATOR**

Larry Rosenhein, Assc Professor, Chemistry & Physics

Ethan Strigas, Assc Professor, Kinesiology Recre & Sport, **SENATOR**

Term ends 2016, CAAC (Need 5)

Alternates for CAAC

First	Last	College	Rank
Cavanaugh,	Alden	A&S	Associate
SAMy	Anderson	A&S	Professor
Patrick	Appiah-Kubi	CoT	Assistant Professor
Liz	Brown	A&S	Professor
Noble	Corey	BCOE	Professor
Robert	GUell	A&S	Professor
Rolland	McGiverin	Lib	Librarian
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
andrew	payne	CoT	associate professor
Marie	Pickerill	CONHHS	Associate Prof
Mandy	Reid	A&S	Associate Prof
Haijing	Tu	A&S	Assistant Professor
Carolina	Valencia	CONHHS	Assistant Professor
Linda	Walters	CONHHS	Assistant Professor
Kevin	Ward	A&S	Instructor
Edie	Wittenmyer	CoT	Instructor - 3 year contract
Cassandra	Woolard	BCOE	Instructor

Members Coming off

Rolland McGiverin, Librarian, Library Services

Alister McLeod, Asst Professor, Applied Engineer & Tech Mang

Barbara Skinner, Assc Professor, History

Kevin Ward, Instructor, Communication

Faculty Affairs Committee

Term ends 2015, FAC

Susan Frey, Chair & Asst Librarian, Library Services

Darlene Hantzis, Professor, Communication

Term ends 2016 (Need 5)

Alternates for FAC

First	Last	College	Rank
Cavanaugh,	Alden	A&S	Associate
Emily	Cannon	CONHHS	Special Purpose Faculty
Mark	Carlisle	A&S	Assistant Professor
Noble	Corey	BCOE	Professor
Lindsey	Eberman	CONHHS	Associate Professor
Julie	Fine	CONHHS	Assoc. Prof
Kenneth	Games	CONHHS	Assistant Professor
Carroll	Graham	CoT	Assistant Professor
Robert	GUell	A&S	Professor
Maureen	Johnson	CONHHS	Associate Professor
Susan	Kray	A&S	assoc prof
Myung-Ah	Lee	CONHHS	Associate Professor
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to full
Marie	Pickerill	CONHHS	Associate Prof
David	Polizzi	A&S	Associate Professor
Constance	Thomas	CONHHS	Assistant Professor
Haijing	Tu	A&S	Assistant Professor
Richard	Vincent	A&S	Professor
Edie	Wittenmyer	CoT	Instructor - 3 year contract
Wan-Ju	Yen	CONHHS	Assistant Professor

Members Coming off

Lindsey Eberman, Asst. Professor, Applied Medicine & Rehabilitation

Mike Harmon, Professor, Acct., Fin., Insur. and Risk Mgmt., **SENATOR**

Jolynn Kuhlman, Professor, Kinesiology Recreation & Sport

Marsha Miller, Librarian, Library Services, **SENATOR**

John Pommier, Chair & Professor, Kinesiology Recreation & Sport

Faculty Economic Benefit Committee

Term ends 2015, FEBC

Shelly Arvin, Asst Librarian, Library Services

James Smallwood, Professor, Applied Engineer & Tech Mang

Term ends 2016, FEBC (Need 5)

Alternates for FEBC

First	Last	College	Rank
Affan	Badar	COT	Professor
Natalie	Bulick	Lib	Assistant Librarian
John	Conant	A&S	Professor
Noble	Corey	BCOE	Professor
Carroll	Graham	CoT	Assistant Professor
veda	Gregory	CONHHS	Associate Professor
James	Hughes	A&S	Professor
Timothy	Mulkey	A&S	Associate Professor
Jessica	Nelson	CONHHS	Assistant Professor and Chairperson
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
Ryan	Weir	Lib	Asst. Librarian

Members Coming off

Stan Buchanan, Associate Professor, Political Science

Jin Park, Asst. Professor, Acct, Fin, Insur and Risk Mgmt

Cat Paterson, Professor, Applied Medicine & Rehabilitation, **SENATOR**

Jennifer Ryan, Asst. Professor, History

Graduate Council

Term ends 2015, GC

Tad Foster, Professor, Human Res Devel & Perf Tech

Alvaro Gurovich, Asst Professor, Applied Medicine & Rehabilitation

Peggy Weber, Asst Professor, Social Work

Term ends 2016, GC (Need 6)

Alternates for GC

First	Last	College	Rank
Stephen	Aldrich	A&S	Assistant Professor
Patrick	Appiah-Kubi	CoT	Assistant Professor
Affan	Badar	COT	Professor
Dennis	Bialaszewski	SCoB	Profssor
Tim	Boileau	BCOE	Instructor
Stan	Buchanan	A&S	Associate professor
Dianna	Cooper-Bolinskey	CONHHS	assistant professor
Roseanne	Fairchild	CONHHS	Associate Professor
Shiaw-Fen	Ferng	CONHHS	Professor
Alfred	Finch	CONHHS	Professor
Rusty	Gonser	A&S	Associate Professor
Carroll	Graham	CoT	Assistant Professor
Mary	Kahl	A&S	Professor
Susan	Kray	A&S	assoc prof
Jolynn	Kuhlman	CONHHS	professor
Chris	MacDonald	BCOE	Full Professor
Debra	Mallory	CONHHS	Professor
Valentine	Muyumba	Lib	Associate Librarian
Nathan	Myers	A&S	Assistant Professor
Jessica	Nelson	CONHHS	Assistant Professor and Chairperson
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
Liz	O'Laughlin	A&S	Professor
Marie	Pickerill	CONHHS	Associate Prof
Marion	Schafer	CoT	Professor
Jeanne	Sowers	CONHHS	Associate Professor
Howell	Tapley	CONHHS	Associate Professor
Larry	Tinnerman	BCOE	Associate
Haijing	Tu	A&S	Assistant Professor
Richard	Vincent	A&S	Professor
Pat	Wheeler	BCOE	Professor
Sala	Wong	A&S	Associate Professor

Members Coming off

Will Barrett, Professor, Dept. of Educational Leadership

Karen Evans, Assoc. Librarian, Library Services

Rusty Gonser, Assoc. Professor, Biology

Eric Hampton, Assoc. Professor, CD CEP, **SENATOR**

Steven Aldrich

Liz O' Laughlin, Professor, Psych

Student Affairs Committee

Term ends 2015, SAC

Lisa Decker, Assc Professor, Criminology & Criminal Justice

Alina Waite, Asst Professor, Human Res Devel & Perf Tech

Term ends 2016, SAC (Need 5)

Alternates for SAC

First	Last	College	Rank
Cavanaugh,	Alden	A&S	Associate
Heather	Anderson	CONHHS	Full-time Faculty
Patrick	Appiah-Kubi	CoT	Assistant Professor
Azizi	Arrington-Bey	CoT	Assistant Professor
Cheryl	Blevens	Lib	Associate Librarian
Natalie	Bulick	Lib	Assistant Librarian
Emily	Cannon	CONHHS	Special Purpose Faculty
Julie	Dixon	A&S	Tenured Associate Professor
Carroll	Graham	CoT	Assistant Professor
Robert	GUell	A&S	Professor
Maureen	Johnson	CONHHS	Associate Professor
Debra	Mallory	CONHHS	Professor
Linda	McQuiston	CONHHS	Assistant Professor
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
David	Polizzi	A&S	Associate Professor
Jeanne	Sowers	CONHHS	Associate Professor
Della	Thacker	BCOE	Associate Professor
Constance	Thomas	CONHHS	Assistant Professor
Haijing	Tu	A&S	Assistant Professor
Linda	Walters	CONHHS	Assistant Professor
Ryan	Weir	Lib	Asst. Librarian
Edie	Wittenmyer	CoT	Instructor - 3 year contract

Members Coming off

Azizi Arrington-Bey, Asst. Professor, Built Environment

Cheryl Blevens, Asst. Librarian, Library Services

James (Jim) Buffington, Assoc. Professor, Mgmt Info. Sys. & Bus. Ed

Jeffrey Hauser, Asst. Professor, Aviation Technology

John Liu, Assoc. Professor, Acct., Fin., Insur. and Risk Mgmt

University Research Committee

Term Ends 2015, URC

Tim Demchak, Asst Professor, Applied Medicine & Rehabilitation

Barbara Eversole, Asst Professor, Human Res Devel & Perf Tech

Jennifer Latimer, Asst Professor, Earth & Environmental Systems

Term ends 2016, URC (Need 4)

Alternates for URC

First	Last	College	Rank
Patrick	Appiah-Kubi	CoT	Assistant Professor
Affan	Badar	COT	Professor
Will	Barratt	BCOE	Professor
Kathryn	Bauserman	BCOE	Associate Professor
Sandeep	Bhowmick	SCoB	Assistant Professor of Marketing and Operat
Tim	Boileau	BCOE	Instructor
Gary	Bullock	CoT	Instructor
Maureen	Johnson	CONHHS	Associate Professor
Susan	Kray	A&S	assoc prof
Myung-Ah	Lee	CONHHS	Associate Professor
Robyn	Lugar	CONHHS	Associate Professor
Chris	MacDonald	BCOE	Full Professor
Nancy	Obermeyer	A&S	Associate Professor, denied promotion to fu
Joy	O'Keefe	A&S	Assistant Professor
Mandy	Reid	A&S	Associate Prof
Larry	Tinnerman	BCOE	Associate
Haijing	Tu	A&S	Assistant Professor
Carolina	Valencia	CONHHS	Assistant Professor
Qihao	Weng	A&S	Full Professor
Edie	Wittenmyer	CoT	Instructor - 3 year contract
Sala	Wong	A&S	Associate Professor
Wan-Ju	Yen	CONHHS	Assistant Professor

Members Coming off

Kathryn Bauserman, Assoc. Professor, Elementary, Early, & Special Ed

Chris Fischer, Assoc. Professor, History, **SENATOR**

Mandy Reid, Assoc. Professor, English

Carolyn Wallace, Assoc. Professor & Dir Ct Sci Ed, Biology

FEBC Report on Salaries, 2013-2014

As per the charge from the Senate Executive Committee, FEBC has undertaken a study of the salaries of ISU faculty relative to its “peer” institutions. The data on peer institutions are taken from AAUP’s *The Annual Report on the Economic status of the Profession*, <http://www.aaup.org/report/heres-news-annual-report-economic-status-profession-2012-13>. As the attached tables indicate the structure of ISU faculty by academic rank differs from that of its Indiana peer institutions with a significantly smaller cohort of assistant professors and larger cohorts at the associate and full professor levels. Compared to peer institutions more generally, however, ISU faculty profile is similar.

In terms of salary comparisons the data indicate a close similarity of ISU average compensation levels to its Indiana and national counterparts across all ranks.* At the Full Professor level ISU faculty on average appear to earn slightly more than the Indiana and national average while for Associate Professor they earn slightly less. At the Assistant level ISU salaries fall in a small interval between national and local peers. In each of these cases the average salary differentials are small enough to suggest statistical insignificance.

Data are also provided here that show the structure of salaries by rank across the various colleges of the University.** These data show that highest compensation is paid to faculty in the College of Business and lowest levels are paid to faculty in the College of Education and the library. Salary differentials by rank are similar across the colleges though there appears to be a greater degree of “compression” in the College of Business with average salaries at the assistant level exceeding those at the associate level. It may be worth noting that salaries in the College of Business are also marked with a greater degree of variance overall than those for the other Colleges.

Finally, the Committee notes that data on the ISU salaries are not reported in AAUP’s annual report. We believe that this is an oversight that should be addressed in coming years and urge the responsible party (ies) to respond to the requested survey.

*Data are used for a selection of institutions from *Institutional Progress Report, 2009-2010*, Indiana State University.

**Data taken from *ISU Compensation Report*, January, 2012.



**Indiana State
University**

More. From day one.

*Office of the Provost and Vice
President for Academic Affairs*

*Terre Haute, Indiana 47809
812-237-2304
Fax 812-237-3607*

TO: Steven Lamb, Chairperson
Executive Committee, Faculty Senate

FROM: Yvonne Russell *YR*
Office of Academic Affairs

DATE: April 1, 2014

RE: Curriculum Proposal(s)

Attached please find the following curriculum proposal(s) to be reviewed by the committee:

GENERAL STUDIES MAJOR

Once action has been taken on above listed proposal(s), please return all to me for further action.

Attachment(s)

/yr

Proposers should consult with the dean's office prior to the development of the proposal. Not all proposals can be supported.

F-2 PROGRAM PROPOSAL FORM

<p>Department: <u>College of Arts and Sciences</u></p> <p>College: <u>Arts and Sciences</u></p> <p>Contact Person: <u>Liz Brown</u></p> <p>Phone: <u>2784</u> Email: <u>Liz.Brown@indstate.edu</u></p>	<p><i>Click here for flow diagram</i> <i>Click here for a sample timeline</i></p> <p>Degree Level: <u>BS</u> CIP Code: <u>240101</u> Major Code: <u>2022</u></p> <p>Program Title: Liberal Studies – Human Interaction</p> <p>Proposed New Program Title: <u>General Studies</u></p> <p>Track or Concentration Area, If Applicable: _____</p>
<p>CHECK ALL THAT APPLY</p> <p><input type="checkbox"/> Graduate</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> New Program</p> <p><input checked="" type="checkbox"/> Existing Program</p> <p><input checked="" type="checkbox"/> Change of Title</p> <p><input checked="" type="checkbox"/> Revision</p> <p><input type="checkbox"/> Suspension</p>	<p><input type="checkbox"/> Elimination</p> <p><input type="checkbox"/> Reactivation</p> <p><input checked="" type="checkbox"/> Major</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Licensure Only</p> <p><input type="checkbox"/> Other(specify) _____</p> <div style="text-align: right;"> <p>RECEIVED FEB 20 2014 Academic Affairs</p> </div>
<p>1. For revision, reactivation, and new programs submit all applicable forms in this packet. For suspension or elimination, complete the brief summary and submit F-3 only.</p> <p>2. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education.</p> <p>3. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned.</p>	

In the space provided, please insert your summary (abstract), information on student learning, proposed catalog copy, and side-by-side comparison of the old and new programs (see Appendix III of the CAPS Manual.)

Brief Summary:

Repurpose the former Corrections Education Program for a General Studies bachelor's degree.

Rationale for Change (check all that apply and provide rationale):

- Outcomes assessment results
- Accreditation/licensure changes
- Other

Describe

Indiana State University has a need for a flexible baccalaureate degree to serve three related but distinct audiences:

1. The returning stop out: This is a typically older student who stopped out of college with significant credits and in good academic standing because life got in the way. He or she would like to finish a bachelor's degree but can't return full-time to pursue the original major or finds that major is no longer relevant to his or her life circumstances.

2. The stalled student in a professional major: This is a student who has completed significant portions of a major or pre-major but is unable to satisfy the professional qualifications or overcome a key qualifying course. Examples are students who can't complete the math sequence for business, pass the CASA for education, lacks the high GPA needed to get into nursing, etc. In other cases during the practicum or clinical phase of the major the student has an epiphany and decides the field just isn't for them.
3. The dabbler: This students has changed majors multiple times and has accumulated significant credits but not in any one major. He or she has reached the point where the need to graduate and move on with his or her life is acute.

In all of these cases the students will be served by a flexible but coherent degree program that would allow them to complete a baccalaureate with as few additional credits as possible yet still represent a curriculum that is tied together and has clear, rigorous outcomes that are valued by society and by employers.

A General Studies Committee was formed in late Fall 2013 to develop a General Studies program that is flexible, rigorous, and coherent. The General Studies Committee began meeting in early Spring 2014 and is proposing the following:

Curriculum

Students will complete the following requirements that pertain to every BS degree at ISU:

- Complete Foundational Studies Requirements
- Complete a minimum of 45 credits of upper division courses
- Complete a minimum of 120 credits
- Complete a minimum of 30 credits at ISU

For the General Studies Major, students will complete the following requirements:

- Complete a minor or the equivalent (adjudicated by the General Studies Council)
- Complete 5 UDIE courses beyond those required for Foundational Studies or complete a second minor or equivalent
- Compile a portfolio of all assignments completed in the UDIE courses taken after admittance to GS.
- Complete a 1 credit General Studies Capstone Project, GS 499
- Students must have completed a minimum of 75 credit hours with an overall GPA of at least 2.2 in order to add the major

Governance

The program will be housed in the Dean's office in the College of Arts and Sciences. Faculty oversight will be provided by a General Studies Council comprised of 3 faculty representatives from the College of Arts and Sciences, 1 representative from the Bayh College of Education, 2 representatives from the College of Nursing, Health, and Human Services, 1 representative from the College of Technology, and 1 representative from the Scott College of Business. Representatives will serve 2 year staggered terms. Each College will determine how its representatives will be selected and the inaugural General Studies Council will establish by-laws and procedures for the Council and management of the program.

Learning Outcomes

1. Apply relevant theories and recognized bodies of knowledge to analyze and solve problems in real world situations.
2. Integrate various disciplines studied to develop an interdisciplinary perspective.

3. Access information using technology such as the internet, on-line libraries and databases and integrate information technology to assist in personal and career decision-making.
4. Demonstrate effective oral and written communication strategies.
5. Work collaboratively in diverse groups.

General Studies Capstone Project

The General Studies Capstone Project, GS 499, will be a one credit independent project directed by a faculty member where the student will demonstrate the Learning Outcomes for the General Studies Major. The faculty directing and evaluating these projects will receive a stipend (amount TBD).

Assessment

The assessment for the program will consist of evaluation of the General Studies Capstone Project as well as a portfolio developed from the UDIE courses taken (see attached assessment plan). The faculty supervising the project will provide assessment data to the General Studies Council.

Proposed Catalog Copy:

General Studies Major (31-49 hours)

Students eligible for admission to the General Studies Major must have completed at least 75 hours with a cumulative grade point average of no less than 2.2 in all prior undergraduate coursework. Students will develop a program of study in conjunction with a General Studies advisor which will be approved by the General Studies Council.

Other Requirements:

1. Complete a minor or equivalent.
2. Complete 5 Upper Division Integrative Elective courses beyond those required for the Foundational Studies program OR complete a second minor or equivalent.
3. Complete GS 499, General Studies Capstone Project, in the final semester.

Please Insert a Side-by-side Program Comparison. (This will NOT appear in the catalog – for use by curricular committees only)

OLD PROGRAM		NEW PROGRAM	
Course Prefix and number	Credit hours	Course Prefix and number	Credit hours
		Complete a minor or equivalent	15-24
		Complete 5 UDIE's in addition to those required for Foundational studies	
		OR	15-24
		Complete a second minor or equivalent	
		GS 499	1
TOTAL HOURS		TOTAL HOURS	31-49

Please insert any important and pertinent minutes/notes from committee meetings about this proposal.

Approval/Review Signatures

Date Vote

If more than one unit is involved, signatures are needed from each unit.

- 1. Department/unit curriculum committee _____
- 2. Department chair [Signature] _____ 2/12/14 7-0
- 3. College Representative [Signature] _____ 2/21/14 3-0-1
- 4. Academic Dean [Signature] _____ 2/24/14
- 5. Associate VP for Academic Affairs [Signature] _____ 2/27/14
- 6. Dean's Office, College of Education _____
(Programs that lead to educator licensure)
- 7. Teacher Education Committee _____
(Programs that lead to educator licensure)
- 8. Dean, College of Graduate and Professional Studies _____
- 9. CAAC or Graduate Council [Signature] _____ 3/3/14 5-0-0
- 10. Senate Executive Committee
(New programs, major revisions so program is substantially new, or proposals with major policy implications. Determined by CAAC or Graduate Council.)
- 11. Faculty Senate _____
(New programs, major revisions so program is substantially new, or proposal with major policy implications. Determined by CAAC or Graduate Council.)
- 12. Provost _____

Publication Dates:

Proposal: _

Approval: _____

OFFICE OF REGISTRATION AND RECORDS REPORT FOR PROGRAMS

Note: Doctoral Programs do not require ORR report

Must be completed before dean's approval so changes can be made.

Attach this form to the program proposal form and submit to the Office of Registration and Records, Parson Hall.

(Completed by the Unit)

Department: Dean's Office, College of Arts and Sciences

Contact Person: Liz Brown

Course/Program: General Studies

I. Degree Audit (Completed by ORR)

Completed

Transfer articulation

(If present, detail sent to dean and attached to proposal)

X

Degree Audit

Includes major/minor/other requirements/general education

(If present, detail sent to contact person and attached to proposal)

X

Comments:

Cindy O'Neil
ORR

2/24/14
Date

FINANCIAL/STAFFING RESOURCES REVIEW CHECKLIST

This form must be completed for program revisions (not for elimination, banking, or suspension). Attach additional information if needed.

New program proposals must be submitted using *Checklist of Criteria To Be Used by the Commission in Taking Action on New Degree Programs*, available at <http://fin.gov/che/2425.htm>.

Proposed Program Title: General Studies

Department: Dean's Office, College of Arts and Sciences

1. Will the proposal require additional faculty, including special purpose or temporary faculty?

No Yes

If yes, indicate the source of funds

Department reallocation College reallocation

Year 1

Year 2

\$ _____

\$ _____

External funds, specify source

\$ _____

\$ _____

Other, describe

\$ _____

\$ _____

2. What additional supplies and expenses are required?

\$ _____

\$ _____

No Yes If yes, what is the source of funds?

Faculty stipends for directing student capstone projects

Department College External funding (specify) Academic Affairs

3. Will additional equipment and/or space be required?

No Yes

If yes, indicate the source of funds

Department College External funding (specify)

5. Will it require additional computer equipment, software, or classroom technology?

No Yes

If yes, state what and indicate the source of funds

Department College Office of Information Technology

External funding (specify)

6. Will it require additional classrooms, remodeling, or other space?

No Yes

If yes, indicate the source of funds for laboratories and specifics on space needs and how this will be met.

The signatures below confirm that sufficient resources to support the proposal will be committed by the department and college.

Department Chairperson



Dean

Date



Date